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ABSTRACT

This guide, which is intended for General National Vocational Qualifications (GNVQ) tutors, coordinators, and INSET (In-Service Education of Teachers) trainers, provides a framework within which GNVQ course teams can choose learning resources suited to their particular program's context. Section 1, which explains how to use the document as an INSET tool and for evaluation of individual GNVQ learning resources, contains task outlines and resource audit forms for use in conducting an INSET program consisting of the following stages: establishing a starting point; analyzing the learning environment and reviewing existing resources; and reporting back and action planning. Sections 2 through 8 present criteria for reviewing the following: the learning environment, presentation and design of materials; an introduction to GNVQ, key skills, activities and assignments, underpinning knowledge, and tests and test practices. Each section begins with an overview of special considerations in evaluating the specific type of learning being evaluated and contains evaluation forms/checklists for completing analyses and evaluations. A leaflet consisting of a checklist for reviewing learning resources in GNVQ programs is included. (MN)

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ED 407 538

FEDA GNVQ Support Programme

Helping or Hindering?

GNVQ LEARNING RESOURCES

What is this pack?

This pack is designed to help users develop and assemble a comprehensive collection of high quality GNVQ learning resources.

It can be used in two ways:

(a) to evaluate individual GNVQ learning resources

(b) as an INSET tool

Who is it for?

It is for GNVQ tutors, coordinators and INSET trainers in all GNVQ centres, whether the centre has experience of delivering GNVQ programmes or is about to design its first programme.

CE 073 547

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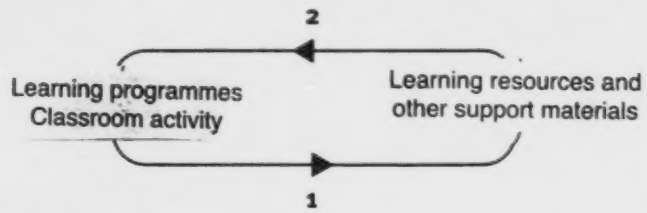
Introduction

Before reading this introduction, please ensure that you are familiar with pages 1 and 2 of the enclosed FEDA publication **Reviewing Learning Resources in GNVQ Programmes**.

The nature and quality of your GNVQ learning programme is closely related to the quality of the learning resources you use to support the programme.



The diagram provides a simplified model of how learning programmes influence the design, development, production, publication and choice of learning resources (1) and how these resources, when used by a team in a centre, influence the learning programme (2). The quality of the whole process depends on both these elements, which reinforce each other in a continuous cycle. Reviewing, choosing and developing high quality learning resources is therefore an integral part of creating and improving a high quality GNVQ programme. The questions you will ask when evaluating and choosing learning resources raise many of the same issues that you will consider when planning your GNVQ programme or developing your own learning resources.

Only **your** team in **your** centre can decide which resources to adopt for your programme. Every learning programme is located in a particular and unique environment. The answer to the question

'Which are the best resources to support our GNVQ programme?'

depends on the answer to two prior questions:

▶

'What is the nature and structure of the learning programme we are aiming to provide?'

and

'What are the strengths and weaknesses of our particular learning environment?'

This pack does not, therefore, recommend any particular resources or producer of resources. Instead, it provides a framework within which course teams can make their own choices in their own context, and continuously review and improve their resource collection.

It is very helpful to involve the Learning Resources Manager or Librarian of your centre in this process. They will have expertise in information-seeking and retrieval that may not be present in the tutor team.

Improving Quality in GNVQ

This pack draws on quality indicators and criteria taken from:

- The GNVQ Quality Framework (March 1995)
- GNVQ Centre Approval – Common Criteria (August 1996)
- The GNVQ Planning and Assessment Units
- The NCVQ Standards Management Programme

Details of all these publications are available from NCVQ (tel: 0171 728 1958)

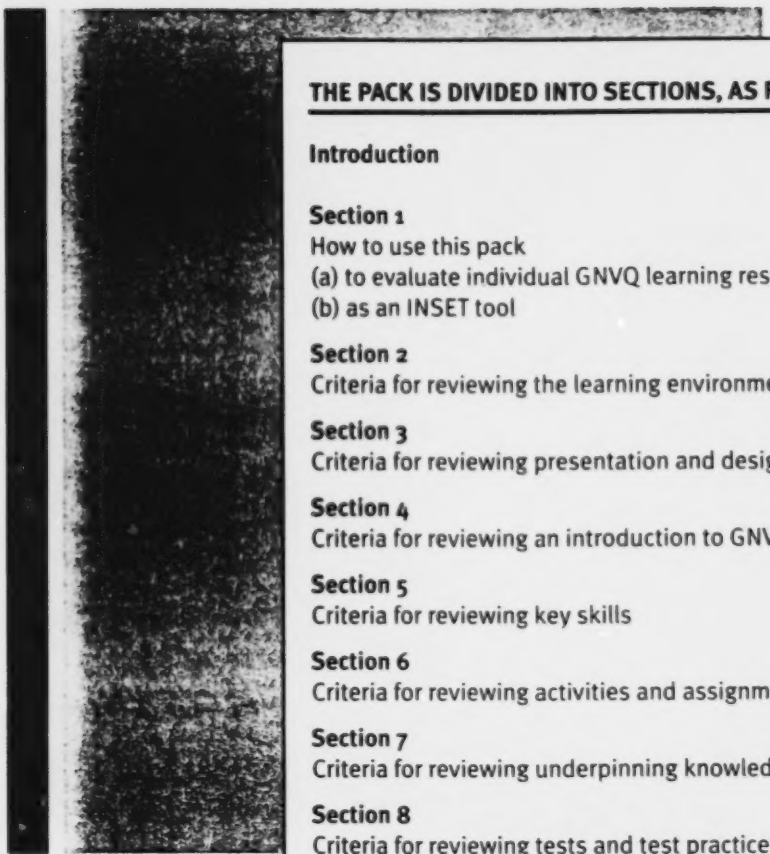
Before using this pack, you should be familiar with the GNVQ specifications for your vocational area and for key skills, and with the GNVQ grading criteria, though your team may have varying amounts of experience of delivering a GNVQ programme.

The FEDA GNVQ Support Programme publishes Materials Lists for every GNVQ area. These lists contain details of a wide range of learning resources and can be obtained free of charge from the GNVQ Helpline: 0171 962 1066. The lists are also available on Internet page http://feda.ac.uk

FEDA GNVQ Support Programme

Section 1

How to use this pack



THE PACK IS DIVIDED INTO SECTIONS, AS FOLLOWS:

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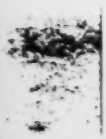


(a) Using the pack to evaluate individual GNVQ learning resources

Sections of the pack can be used on an ad hoc basis as required.

For example, you may want:

- to evaluate the delivery of key skills in an assignment pack
- to evaluate one of your own assignments
- to analyse the assignments in a textbook
- to evaluate an entire textbook
- to maximise the learning opportunities presented by a visit
- to evaluate a videotape introduction to GNVQ

One or more of Sections 2 to 8 may be used, in any order, to evaluate a learning resource or a single aspect of a particular resource. Simply select the relevant Section (or Sections) and use it to guide your evaluation. While this task can be done by an individual, it is best shared among team members. As course leader, you could:

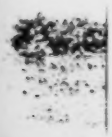
- ask each team member to take responsibility for a **particular aspect of resources** and to review a range of resources with reference to that aspect, using the relevant Section of this pack. For example, they might obtain inspection copies of several textbooks and compare their treatment of key skills, using Section 5, or they might review your own bank of activities and assignments, using Section 6.
- ask each team member to review **every aspect of a particular resource** or group of resources. They would go through every Section of this pack that is relevant to that particular resource, whether it is a photocopiable set of assignments, a video, a GNVQ textbook received as an inspection copy, or even a textbook which was bought for another course but may have some value to your GNVQ programme.
- carry out a variant of either of these.

It is important to see your centre's GNVQ learning resources as a collection, whose strengths and weaknesses complement each other to make up a coherent package or suite of resources. It will be rare for any single resource to be completely right or completely wrong. Every resource will contribute to the whole.

The checklists in this pack will help you to identify what particular resources can offer. It is up to you and your team to decide whether it meets the needs of your particular programme. Clearly, the more questions that receive a positive response for a particular resource, the greater a contribution that resource can make. The decision as to whether to adopt, buy or otherwise make use of a particular resource should be made in light of the part it will play in the learning programme.

Having reviewed your existing resources, you will have identified their strengths and their weaknesses. This will enable you to identify any weaknesses in the collection as a whole and should guide you in your selection of additional resources.

Your aim should be to develop a coherent and balanced learning programme supported by a coherent and balanced collection of learning resources which, together, support the GNVQ learning model.



(b) Using the pack as an INSET tool

Making effective use of the pack to provide INSET will require:

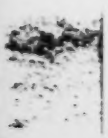
- careful planning
- a facilitator for the meetings
- preparation by everyone concerned
- allocating time for meetings free from distractions
- allocating time for work between meetings

The facilitator should be:

- normally a member of the GNVQ team in the centre
- fully conversant with the specifications for the GNVQ programme in question
- fully conversant with the GNVQ assessment and grading systems
- effective in keeping the group to task and to time
- able to create a positive atmosphere in group discussion and enable participants to identify and discuss their reasons for making particular judgements

Participants should:

- comprise the entire tutor team for the GNVQ programme in question plus, wherever possible, the school/college Resource Manager/Librarian
- be familiar with the specifications for the GNVQ programme in question
- be familiar with the GNVQ assessment and grading systems
- have read pages 1 and 2 of **Reviewing Learning Resources in GNVQ Programmes** (enclosed with this pack) before attending the first INSET session.



Plan of the INSET programme

	Title	*Time required*	*Personnel involved*	*Materials required*
Stage One	Establishing your Starting-point	Approx. 3 hours	Facilitator Full GNVQ team Resources Manager/ Librarian	Copies from this pack of: ● Plan of the INSET programme ● Reviewing Learning Resources in GNVQ Programmes ● The GNVQ Learning Model ● Resources for GNVQ ● Resources Audit Form (2) ● Section 2
Stage Two	Analysing the Learning Environment Reviewing Existing Resources	6–8 hours, spread over 3–4 weeks	Full GNVQ team, working alone or in pairs	Copies from this pack of: ● Blanks of Sections 3–8 Selected learning resources
Stage Three	Reporting Back Action Planning	Approx. 2 hours	As Stage One	● Completed copies of Sections 2–8 ● Blank Action Plan forms

STAGE ONE

Aim:	to establish a shared and recognised starting-point
Personnel:	• facilitator • the full GNVQ team • Resources Manager/Librarian
Location:	meeting-room equipped with blackboard/whiteboard/ flipchart
Materials:	Photocopies for each participant of the following items from this pack: • Plan of the INSET programme • Pages 1 and 2 of 'Reviewing Learning Resources in GNVQ Programmes' • The GNVQ Learning Model • Diagram – 'Resources for GNVQ' • Diagram – 'Resources Audit Form' (2 versions) • Section 2
Time:	Approx. 3 hours
Tasks:	This Stage is divided into four Tasks: • Discussion • Brainstorming Resources • Thinking about the Learning Environment • Briefing for Stages Two and Three
Outcomes:	• shared understanding of the GNVQ Learning Model • shared understanding of potential learning resources • first stage of a review of the learning environment • action plan of tasks to be completed in Stage Two
Preparation:	• all participants should have read pages 1 and 2 of **Reviewing Learning Resources in GNVQ Programmes**

Task One – Discussion

Time: 30–60 minutes

Aim: to clarify and agree the principles on which your GNVQ programme will be based.

Facilitator's briefing:

Give a copy of 'Plan of the INSET Programme' to each member of the team.

Key points to make:

- This is the first stage of a three-stage INSET programme.
- It is designed to help you to review and assemble a range of high quality GNVQ learning resources.
- It is assumed that all attendees have read pages 1 and 2 of **Reviewing Learning Resources in GNVQ Programmes**.
- Today's is a half-day session.
- There will be work to be done over the next few weeks.
- There will be a second meeting on (give date) to receive feedback and to plan future activities.
- It is important that everyone attends the second meeting.

Give a copy of 'The GNVQ Learning Model' to each member of the team.

Invite the team to read the whole paper. After a few minutes, start a discussion of the paper, spending five to ten minutes on each heading.

Your aim is to achieve a shared understanding of the learning model and how it can be supported by appropriate learning resources.

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The GNVQ Learning Model

- **Student-centred**
  Students should progressively take responsibility for their own learning by planning, monitoring and evaluating their own work and assessment programme, both individually and in groups.

- **Based on skills**
  Skills are identified through the key skills units, the vocational units and the grading criteria. They include both cognitive skills and practical skills and are transferable from one context to another. All skills are applied in a vocational context.

- **Active and investigative**
  Students should learn mainly through undertaking enquiries, projects and assignments which require the exercising of research skills.

- **Vocationally relevant**
  Knowledge, understanding and skills should be relevant to current and emerging practice in industry, commerce and professional practice.

- **Underpinned by knowledge**
  The required knowledge is set out in the specifications through Range Statements and Amplification. Students should be offered a variety of learning opportunities.

- **Assessed by outcome, through a portfolio of evidence and external assessment.**
  Units are statements of required outcomes. There is no one correct route to these outcomes. Evidence of achievement of outcomes is supplied through portfolios of evidence and external assessment*.
  Merit and Distinction grades are awarded according to criteria which are evidenced in portfolios.
  Successful compilation of a portfolio of evidence is central to the student's achievement in the programme.

* Assessment methods are currently under review.

Task Two – Brainstorming Resources

Time required: 45–60 minutes

Aim: to identify the range of resources available to your programme

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Facilitator's briefing:

Give a copy of the diagram 'Resources for GNVQ' to each member of the team.

Key points to make:

- The diagram 'Resources for GNVQ' shows the wealth of resources available to a GNVQ programme.
- No single resource can provide adequate support for the entire programme.
- Students must have opportunities to identify and research information sources for themselves.
- We will need to build up a range of materials, human resources and contacts both within and outside the centre which, taken as a whole, can provide the full range of learner support we need.
- We must make sure that any weaknesses we have in one area of our resources are balanced by strengths in another.

Give a copy of the form 'Resources Audit' (both versions) to each member of the team. Divide the group into individuals or pairs, as appropriate to your circumstances. Allocate a mandatory vocational Unit or Element to each individual or pair.

(Note: you may wish to prepare a part-completed version of 'Resources Audit' which is more suited to your centre's particular circumstances.)

Key points to make:

- The Resources Audit form is a 'warm-up' exercise for an initial audit of the range of resources that we are currently using or are planning to use in our programme. You have one blank copy and one part-completed copy as an example.
- Think of some of the resources we are **already** using in our programme and enter these on the blank form.

  For example, in column 1, enter the sources from which we expect our students to acquire the underpinning knowledge for the Unit/Element. This would include the name of the tutor plus, perhaps, a particular chapter (or chapters) of a textbook, or handouts that we have prepared and placed in a resource bank, or a friendly local business. In column 2, you should enter the name of any location where you have arranged a visit. And so on through the columns.
- Carry on through the columns, making entries where you can and leaving blanks where nothing immediately comes to mind.
- You can choose additional headings from the diagram 'Resources for GNVQ' and add these in columns 8–11. Make entries in these columns.
- Add as many additional columns as you like and/or change the headings to suit our particular circumstances.

- The idea is simply to specify as many as possible of the resources we are **currently using**.
- For the moment, please ignore the boxes at the bottom of the columns.
- You have about fifteen minutes for this exercise.

After fifteen minutes, give the next briefing.

Key points to make:

- Still working as individuals or in the same pairs, complete as many as possible of the boxes in the rows at the bottom of each column.
- Think about what might be possible as well as what we already do.
- Don't try to give details – just make a note of any opportunity that comes to mind.
- Make entries in all three rows.
- You have about fifteen minutes for this exercise.

After fifteen minutes, give the next briefing.

Key points to make:

- This is the basis of our work for the period between now and our next meeting.
- However, the work will carry on through the year with regular progress reviews.
- In every space on the form where you have not yet made an entry, think of a resource and write it into the space.
- For each idea, agree who will follow it up and report back to the next team meeting. Initial each idea.
- Be as imaginative as you can. Don't decide that something is impossible until we have given ourselves a chance to look into it.
- You have twenty minutes for this task.

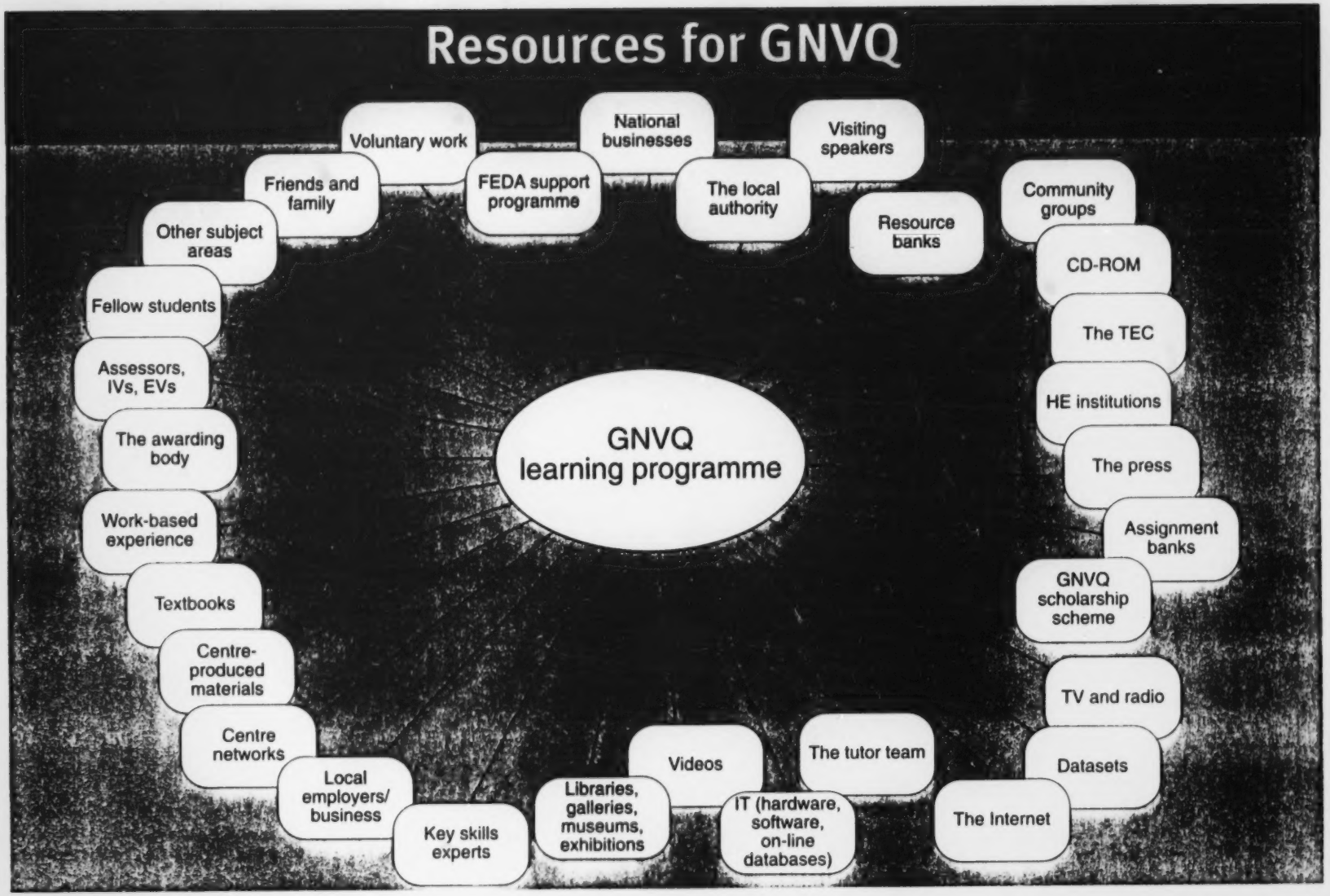
After twenty minutes, give the final briefing for this part of the session

Key points to make:

- I am going to collect the forms you have completed and make copies of them. I will return the originals to you.
- Between now and the next meeting, whenever you come across an idea or an opportunity, please add it to the form.
- Don't leave it too long before you make an entry; you will risk forgetting the idea.

Collect the completed forms.

This concludes Task Two.



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RESOURCES AUDIT

GNVQ area: _____ Level: _____

Unit/Element: No: _____ Title: _____

	1	2	3	4	5	6	7	8	9	10	11
	Source/s of underpinning knowledge	Visit/s	Work-based experience	Local business/ organisation	National business/ organisation	Speaker	Activity, Assignment				
Key skill opportunity											
Evidence/ assessment opportunity											
Grading theme opportunity											

RESOURCES AUDIT

GNVQ area: Health and Social Care Level: Intermediate

Unit/Element: No: 2.1 Title: Influences on Health and Well-being

	1	2	3	4	5	6	7	8	9	10	11
	Source/s of underpinning knowledge	Visit/s	Work-based experience	Local business/ organisation	National business/ organisation	Speaker	Activity, Assignment				
	Textbook Chapter 2 --- Tutor	Nursery --- Infant School	Residential Home --- Community Centre	Toys 'R' Us	CRUSE --- Age Concern	Citizens Advice Bureau --- Univ. of Third Age					
Key skill opportunity	Comm. 2.1 2.4	Comm. 2.1		AN 2.1		Comm. 2.1					
Evidence/ assessment opportunity		Report									
Grading theme opportunity	Info-seeking	Planning			Info-handling	Planning					

FEDA GNVQ Support Programme

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Task Three – Thinking about the Learning Environment

Time: 30–40 minutes

Aim: to analyse the learning environment and recognise its potential for your programme

Facilitator's briefing:

Give a copy of Section 2 of this pack to each member of the team

Key points to make:

- This section of the INSET programme is about the learning environment in which we are delivering our GNVQ programme.
- It will take about thirty minutes.

Read/skim through the GUIDANCE at the beginning of Section 2

Key point to make:

- The students and the local community are rich sources of opportunity and experience for your programme.

Work through Section 2 with the team as a whole. Depending on the number of tutors in the team and the number of students in the programme, it may be necessary to break into smaller groups for some sub-sections.

It is important that you develop a positive attitude in the team, encouraging them to come up with a wide range of suggestions and ideas to follow up.

In the context of this INSET session, you will only be able to scratch the surface of the possibilities. In most cases, it is unlikely that you will be able to complete much of Part Two of Section 2..

Key point to make:

- **re Section 2, Part Two(a)**: even in a group of younger students, there will be some with experience of, for example, a paper round, a Saturday job in a supermarket, voluntary work, baby-minding, helping out a family member or friend, or working in a street market. All these can contribute to the programme. Older students will bring a wealth of past and current experience to the programme.

Towards the end of the thirty minutes, identify the questions in Part One where you know your answers are incomplete. In discussion, identify where research has to be done and further enquiries made.

Key point to make:

- The columns 'Action Required' and 'By Whom' (in Part One) must be completed for every question.

Make sure the follow-up work is shared reasonably evenly among team members and that at least a good part of it can be completed before the next INSET session.

This concludes Task Three

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Task Four – Briefing for Stages Two and Three

Time: 20 minutes

Aim: To launch a review of your existing range of learning resources

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Facilitator's briefing:

Stages Two and Three of the INSET programme involve you and your team in using the remaining sections of this pack to begin to review the range of learning resources currently available to you or which you are thinking of adopting. These are likely to include assignments, assignment packs and textbooks; possibly tapes, videos and computer software; possibly resources not designed with GNVQ in mind. As you become more practised in using these criteria, you will be able to apply them selectively to visits, visiting speakers, TV programmes and a range of other resources included in the diagram 'Resources for GNVQ'.

There are several ways in which you could organise this.

You could:

- *ask each team member to take responsibility for a* ***particular aspect of resources*** *and to review a range of resources with reference to that particular aspect, using the relevant Section of this pack. For example, they might review several textbooks and compare their treatment of key skills, using Section 5, or they might review your own bank of activities and assignments, using Section 6.*

- *ask each team member to review every aspect of a particular resource or group of resources. They would then go through every Section of this pack that was relevant to that particular resource, which might be a photocopiable set of assignments, a video, a GNVQ textbook received as an inspection copy, or even a textbook which was bought for another course but appears to have some value to your GNVQ programme.*

- *carry out a variant of either of these.*

The option you choose will depend on the size, skills and experience of your team. You may wish simply to allocate the work or you may prefer to negotiate with your team about who is going to do what.

It will be helpful to agree your strategy in advance with the Resources Manager/Librarian who may need to acquire additional copies of some resources.

What ever you do, you should make your decision before you present this briefing and be prepared with the right number of copies of the relevant sections of this pack.

Key points to make:

- The only people who can decide which are the best learning resources for our GNVQ programme are ourselves.
- We have begun to build up a picture of what particular qualities we are looking for in resources.
- Between today and our next meeting on (give date) I want us to spend some time evaluating particular resources with this in mind.

- This is going to take up some of our precious time but, in the long run, we will save time, avoid mistakes (which are sometimes expensive and always irritating), and deliver a better course.

In the next part of your briefing, you should agree the resources that are to be reviewed and who is going to review which resources. This will be unique to your INSET programme so we offer no detailed suggestions here. Make sure that you keep a careful record of who will be doing what.

At this stage, it will be easier to confine your reviews to material such as photocopiable packs, textbooks and GNVQ assignments. As soon as you are feeling confident with the review process, you could try applying the questions to resources such as visiting speakers, work experience, and other less material resources.

Key concluding points to make:

- We have two things to be getting on with:
  (a) to add more detail to Section 2 and to follow up our enquiries.
  (b) to review some resources, using Sections 3 to 8.
- Please let me have the results of your work on Section 2 one week in advance of our next meeting, i.e. on (give date).
- I will collate the results and present these at that meeting.
- At that meeting, we will look at the results of our work and decide how to take it forward.
- Thank you very much.

This completes Stage One of the INSET programme.

STAGE TWO

Aims:	● to analyse the learning environment ● to review learning resources
Personnel:	all members of the GNVQ team
Location:	meeting-room equipped with blackboard/whiteboard/ flipchart
Materials:	● part-completed copies of Section 2 of this pack ● blank copies of Sections 3–8 of this pack ● selected learning resources
Time:	6–8 hours, spread over 3–4 weeks
Tasks:	● to add detail to Section 2 ● to complete relevant Sections from 3–8
Outcomes:	● completed copies of Sections 2–8 ● summaries for reporting back in Stage 3

STAGE THREE

Aims:	● to review the learning environment ● to identify the strengths and weaknesses in your learning resources ● to devise an action plan to improve your range of learning resources
Personnel:	● facilitator ● the full GNVQ team ● Resources Manager/Librarian
Location:	meeting-room equipped with blackboard/whiteboard/ flipchart
Materials:	● completed copies of Section 2 ● completed copies of Sections 3–8 ● blank 'Action Plans'
Time:	approx. 2 hours
Tasks:	● share, discuss and review results of work done in Stage Two ● devise and agree action plans
Outcome:	Action Plan for improving our range of learning resources
Preparation:	In the week preceding the meeting, the facilitator should: ● collate the results of the team's work on Section 2, ● identify the strengths and weaknesses that are apparent ● prepare to present the findings by flipchart, OHP, or handout

Task One

Time: one hour

Facilitator's briefing:

- *Present the results of your collation of the team's completed Section 2s. Confirm where enquiries have been followed up (as agreed) and where strengths and opportunities have been identified.*
- *Identify where further opportunities may exist and where weaknesses lie.*

Task Two

Time: one hour

Facilitator's briefing:

- *Invite each team member in turn to summarise the outcome of their research, using the standard Summaries at the end of Sections 3 to 8.*
- *Encourage each team member to lead the discussion of the work they have been doing. Where necessary, act as Chair of the discussion.*
- *Identify and emphasise the strengths that have been identified.*
- *Encourage team members to suggest a variety of ways to compensate for weaknesses.*
- *Make appropriate entries in the 'Action Plan'.*

Key points to conclude Stage Three:

- Thank you all very much for the work you have done
- These sessions will form the foundation on which we will continue to build our collection of learning resources, and develop and improve our GNVQ programme on a continuous basis.
- We will revisit these issues at every team meeting throughout the year.
- I will copy the Action Plan to everyone in the next week.
- We will review progress when we next meet, which is on (give date).

This concludes Stage Three and the INSET programme.

Stage Three

ACTION PLAN

Action to be taken	*By whom*	*By when*

Progress on this Action Plan will be reviewed on (give date)

Section 2

Criteria for reviewing the learning environment

GUIDANCE

The environment in which your GNVQ programme is delivered is unique to your programme. The key variables in the environment are:

- the students
- the tutors
- the school/college
- the local community

You should consider each of these, both separately and in association with each other, when planning your GNVQ programme and the resources that you will need to support it.

This section is designed to help you to do this.

Your school or college, when seeking approval as a GNVQ centre, will have completed an approval document issued by the Awarding Body. If you are not familiar with this document, you should look through it now, together with the publication *GNVQ Centre Approval – Common Criteria for the Initial Approval of GNVQ Centres and Courses* published by NCVQ in August 1996. This publication is cross-referenced to the GNVQ Quality Framework.

The Common Criteria and the Quality Framework relate to all the four variables identified above, though they are particularly concerned with the school/college and the tutors*. However, there are criteria relating to students in Section 2 of the Common Criteria and of the Quality Framework. There are also some criteria relating to the local community in Section 1.3 of each document. In this Section, we ask some questions focussed particularly on your local community (in Part One) and on your students (in Part Two).

In many cases, you will be working on this Section before you know very much about your students, or even before you know who they are. In this case, you should complete Part One as far as possible before the programme begins and leave Part Two until you know your students better. In any case, you should aim to add to and build on

▶

this Section throughout your programme as you learn more about the community and about your students.

(*Criteria for the evaluation of the school/college are mainly in Section 1 of the Common Criteria and of the Quality Framework. Criteria for the tutors are in Section 3 of each document. Look at these now and at the Quality Development Programme that is planned for your school/college. Bear all this in mind when you are planning your GNVQ programme.)

PART ONE Your community

It is essential that you develop links with your local community but this must be done with tact and discretion. It is easy to forfeit the goodwill of local employers, voluntary groups and other facilities by overloading them with requests for advice, visits and information. All such approaches should be carefully planned and centrally coordinated. Advice and guidance on forming partnerships is available through the FEDA GNVQ Support Programme.

(a) What are the major types of economic activity in your community?
Who are the major employers?
How might they contribute to the GNVQ programme which you are planning?
Do they already have links with your school/college? Are there any Education/Business Partnerships?
What actions can you take to make the most of your community as a learning resource?

Economic Activities	*Major Employers*	*Potential value to our GNVQ programme*	*Existing links*	*Action required*	*By whom*

(b) What voluntary, employer or business organisations are there in your community (e.g. Round Table, Chamber of Commerce, Trades Council)? How might they be used as a resource for your GNVQ programme?

Organisation	*Potential value to our GNVQ programme*	*Existing links*	*Action required*	*By whom*

(c) What exhibitions, museums, libraries, clubs, or other public facilities are there in your community? How might they be used as a resource for your GNVQ programme?

Facility	*Potential value to our GNVQ programme*	*Existing links*	*Action required*	*By whom*

(d) Which schools and colleges locally are also offering GNVQ?
Is there any potential for co-operation?

School/College	*GNVQ(s) offered*	*What support can we offer them? (e.g. joint projects)*	*What support can they offer us?*	*Action required*	*By whom*

PART TWO Your students

(You could answer these questions for the group as a whole or for each individual student. If you decide to answer it for each individual, you will need to copy the headings onto a larger sheet of paper.)

(a) What experience of work and/or employment do they have?
(e.g. voluntary work, unpaid domestic work, part-time employment, full-time employment).

How might this contribute to the GNVQ programme?

Name/s	*Experience*	*Potential value to the programme*

(b) What experience do they have of student-centred learning?
How will you respond to this in your programme?

Name	*Experience (considerable/a little/none)*	*Response*	*By whom*

(c) What experience do they have of GNVQ programmes?
How will you respond to this in your programme?

Name	*Experience (considerable/a little/none)*	*Response*	*By whom*

Section 3

Criteria for reviewing presentation and design of materials

GUIDANCE

You will always form an immediate first impression of the appearance and design of any learning materials. It is important not to lose sight of this first impression but it is also important to spend some time analysing the detail of the design, presentation and general 'user-friendliness' of a resource, and to compare one resource with another.

This section is designed to help you do this. Resources vary widely in how they are designed and presented so you will have to decide, in each case, whether the question being asked is relevant to the resource you are evaluating.

Remember that most commercially-published resources can be inspected and evaluated through the publisher's Inspection Copy Service, with no obligation to buy.

Remember, too, that design is often a matter of personal preference. If more than one tutor is going to be using a resource, make sure that they all have a chance to express their opinion, perhaps by inviting each tutor to complete a copy of this Section from Part Two onwards.

PART ONE Description of the material

For GNVQ area: _____ Level: _____

Title: _____

Author/s: _____

Publisher/Source: _____

Publication Date: _____ Price: _____

No. of pages/length: _____

Description: Textbook/Assignment/s/Case study/ies/Other

Book/Pack/Software/ Other

Is photo/copying allowed? Yes/No

Print/OHT/Video/Audiotape/Disc/CD-ROM/Internet/Other

PART TWO Page design

(a) Look-and-feel:
(for example, is it spacey/crowded; attractive/boring; carefully laid out/ little attention to layout; easy to read/hard to read; effective use of symbols and icons/ no symbols or icons?)
Comment:

(b) Use of colour: ☐ Black and white ☐ 2-colour ☐ full colour
Comment:

(c) Use of illustrations:

	Excellent	*Good*	*Adequate*	*Poor*	*N/a*
drawings/cartoons	☐	☐	☐	☐	☐
photographs	☐	☐	☐	☐	☐
diagrams/tables	☐	☐	☐	☐	☐

Are these sensitive to variations in age, gender, ethnicity and race, sexual orientation, creed, physical disability, and special educational needs?
Comment:

(d) Use of language:

How appropriate is it in terms of:	*Excellent*	*Good*	*Adequate*	*Poor*
vocabulary used?	☐	☐	☐	☐
length of sentences?	☐	☐	☐	☐
length of paragraphs?	☐	☐	☐	☐
clarity of style?	☐	☐	☐	☐

Is the use of language sensitive to variations in age, gender, ethnicity and race, sexual orientation, creed, physical disability, and special educational needs?
Comment:

PART THREE Finding your way round

(a) Is there a Contents page? ☐ Yes ☐ No ☐ N/a
Comment (e.g. is it easy to follow?):

(b) Are there introductions to chapters and/or sections? ☐ Yes ☐ No ☐ N/a
Comment:

(c) Are there headings within the text? ☐ Yes ☐ No ☐ N/a
Comment (e.g. do they guide the reader?):

(d) Are there summaries or reviews of chapters/sections? ☐ Yes ☐ No ☐ N/a
Comment (e.g. are they accurate/useful?):

(e) Are there cross-references within the text? ☐ Yes ☐ No ☐ N/a
Comment:

(f) Is there a glossary? ☐ Yes ☐ No ☐ N/a
Comment: (e.g. how complete is it? and how accurate?)

(g) Is there an Index? ☐ Yes ☐ No ☐ N/a
Comment: (e.g. how thorough is it?)

(h) Are the links to vocational units/elements/pcs shown? ☐ Yes ☐ No ☐ N/a
If yes, how? (e.g. by symbols, numbering, icons, mapping grids)

How effective is this?

(i) Are the links to key skills units/elements/pcs shown? ☐ Yes ☐ No ☐ N/a
If yes, how? (e.g. by symbols, numbering, icons, mapping grids)

How effective is this?

(j) (For CDs, software etc) Are instructions provided? ☐ Yes ☐ No ☐ N/a

How clear are they? ☐ Very ☐ fairly ☐ not at all

Are they addressed to the student? ☐ Yes ☐ No ☐ N/a

How easy is the software to use? ☐ Very ☐ fairly ☐ not at all

Comment:

PART FOUR What other user-friendly features are included?

Feature	*Comment*

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

Section 4

Criteria for reviewing an introduction to GNVQ

GUIDANCE

Many resources include a student's 'Introduction to GNVQ', whether you want one or not. If it is good, you may be able to use it, or parts of it, as the basis of your centre's Induction Programme.

Although you will have already developed your own induction programme, it is important that the information and guidance given in any introduction provided in published resources does not differ significantly from your own programme, since students will use it as a source of reference.

This Section has been prepared to help you evaluate such an introduction. It draws on themes contained in the GNVQ Centre Approval Criteria (Section 4.2) and the GNVQ Quality Framework (Sections 4.2 and 4.3). It will also be useful when you evaluate your own centre's Induction Programme.

Title of resource:

Source/Publisher:

(a) Is it up to date with the specifications, structures and assessment systems of the GNVQ programme you are planning? ☐ Yes ☐ No

Comment:

(b) How far is the language used appropriate to the GNVQ level?

(1 = Poor, 4 = Excellent)

Comment: 1 2 3 4

(c) How effectively does it describe:

	(1 = Poor, 4 = Excellent)			
the learning model of GNVQ?	1	2	3	4
vocational relevance?	1	2	3	4
the skills-based approach?	1	2	3	4
the student-centred approach?	1	2	3	4
the active/investigative approach?	1	2	3	4
the structure of GNVQ?	1	2	3	4
the terminology of GNVQ?	1	2	3	4
the assessment system?	1	2	3	4
progression opportunities?	1	2	3	4

(d) How effectively does it explain:

	(1 = Poor, 4 = Excellent)			
action-planning?	1	2	3	4
monitoring your own progress?	1	2	3	4
self-evaluation?	1	2	3	4
portfolio-building?	1	2	3	4
integration of key skills?	1	2	3	4
the grading criteria?	1	2	3	4

(e) Is it sensitive to equal opportunities issues with reference to age, gender, ethnicity and race, sexual orientation, creed, physical disability, or special educational needs?

(1 = Poor, 4 = Excellent)			
1	2	3	4

(f) Are the specifications for your GNVQ programme reprinted?

(N.B. Specifications may be reproduced in the body of the text rather than in the Introduction)

Vocational specifications? ☐ Yes ☐ No ☐ N/a

To what level of detail? (e.g. unit, element, pc, complete spec?)

Key skills specifications? ☐ Yes ☐ No ☐ N/a

To what level of detail? (e.g. unit, element, pc, complete spec?)

(g) Is it consistent with your centre's own induction programme? ☐ Yes ☐ No

If No, where exactly does it differ? How will you respond to these differences?

Difference *Response*

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

Section 5

Criteria for reviewing key skills

GUIDANCE

Key skills are fundamental to the GNVQ learning model. Centres have devised a wide variety of ways of delivering key skills, in response to their particular strengths, resources and opportunities, and to the needs of their students. Producers of learning materials have responded with a variety of publications and resources.

In this area perhaps more than any other, your centre's choice of delivery model and your choice of learning resources are interdependent. Careful selection of appropriate learning resources will facilitate the development of a delivery programme that is appropriate to your centre.

Integrating the delivery of key skills effectively into the learning programme calls for a high level of teamwork from tutors. Many centres have found that cooperation between vocational tutors and key skills tutors not only leads to the successful integration of key skills into the programme but also contributes to the professional development of all tutors.

There are three aspects to the delivery of key skills:

(i) enabling students to learn the skills;
(ii) enabling students to develop and apply the skills in the vocational context;
(iii) enabling students to generate portfolio evidence.

These three aspects are covered in published resources, but in complex and overlapping ways.

Resources relating to key skills fall broadly into one of three categories:

(i) materials dedicated to the learning of key skills **outside any vocational context**
(ii) materials dedicated to the development and application of key skills **in a broad vocational context**
(iii) materials dedicated to **a specific vocational area** which incorporate the application and/or assessment of key skills.

Title of resource:

Source/Publisher:

(a) Which key skills are covered?

Application of Number	☐ Yes	☐ No
Communication	☐ Yes	☐ No
Information Technology	☐ Yes	☐ No
Improving Own Learning and Performance	☐ Yes	☐ No
Working with Others	☐ Yes	☐ No
Problem-Solving	☐ Yes	☐ No

(b) Is the resource dedicated to key skills? ☐ Yes ☐ No

If Yes, is it (tick one):

a textbook? ☐
photocopiable worksheets? ☐
an assignment pack? ☐
other (please describe) ? ☐

If No, are key skills included in the main text or in a separate section?

☐ integrated ☐ separate

(Neither of these options is necessarily preferable to the other. However, the answer will have a significant effect on how you plan to deliver key skills and how you recruit and deploy your tutor team.)

Comment:

(c) Does the resource claim to promote the learning of key skills? ☐ Yes ☐ No

If Yes, is this (tick one):

outside a vocational context? ☐
across a range of vocational contexts? ☐
in a particular vocational area (specify)? ☐

Comment:

(d) If the resource **promotes the learning of key skills** within a vocational context/s, are the contexts relevant and realistic?
(Answering this question thoroughly will require input from the whole team.)

☐ Yes ☐ No

Comment:

(e) Do the materials provide opportunities to **develop and apply key skills** in a vocational context?

☐ Yes ☐ No

If Yes, is this through (tick one):
discrete tasks only? ☐
assignments only? ☐
both? ☐

And are the contexts relevant and realistic? ☐ Yes ☐ No

Comment:

(f) Are there opportunities to **generate key skills evidence** within the vocational context?

☐ Yes ☐ No

If Yes, are these opportunities clearly identified in the text and/or in the activities?

☐ Yes ☐ No

How? (e.g. with symbols, numbering, or mapping)

(g) Do these opportunities enable the student to claim entire key skills elements or units?

☐ Yes ☐ No

If No, what is lacking?
(If there are no symbols, numbering or mapping in the resource, you will have to track this yourself.)

(h) Are there opportunities for students to apply their key skills in a variety of contexts? ☐ Yes ☐ No

Comment:

(i) Do the opportunities appear throughout the material? ☐ Yes ☐ No
If No, how are they distributed?

Comment:

(j) Are there opportunities to achieve key skills at a higher level than is required for the qualification? ☐ Yes ☐ No

Comment:

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

Section 6

Criteria for reviewing activities and assignments

GUIDANCE

Activities, assignments, projects and investigations carried out by students are at the heart of the GNVQ learning and assessment model. Their function may be:

- to enable and/or reinforce learning
- to sustain interest
- to practise skills
- to provide evidence for assessment purposes
- or a combination of these.

While each individual activity or assignment should be valid and fit for purpose in its own right, it should also be an integral part of the overall **learning and assessment programme**.

The GNVQ Support Programme provides INSET and guidance on designing an assessment programme and on writing assignments within the context of that programme. Details may be obtained from the GNVQ Support Programme Helpline 0171 962 1066

In this Section, you will concentrate on analysing and evaluating activities and assignments, both those from your own assignment bank and those which appear in published resources.

Part One

The first task is to analyse a representative sample of the individual activities and assignments in your centre's assignment bank and/or in published resources. This task should be shared among the team. A photocopy of Part One of this Section should be made for use with each Activity/Assignment to be evaluated.

Part Two

Having completed Part One, you should consider the set of Activities/Assignments **as a whole** in order to establish whether they provide a complete and balanced **learning and assessment programme**. Part Two of this Section is designed to help you to do this.

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Having completed this analysis and evaluation, you will be able to identify how you need to supplement or adapt your Activities/ Assignments to provide a complete programme for your own particular setting.

This section of the pack is long; it is justified on the grounds that, if your GNVQ programme's Activities and Assignments are effective and fit for purpose, the programme as a whole has a much greater chance of being successful.

Title of material:

Source/Publisher:

PART ONE

Section A Questions for EVERY Activity/Assignment:

(a) Does it have a clearly stated outcome/purpose? ☐ Yes ☐ No
Comment:

(b) Is it set in a relevant vocational context? ☐ Yes ☐ No
Comment:

(c) Does the format and briefing conform to typical practice in the vocational area? ☐ Yes ☐ No
Comment:

(d) Is the language used appropriate for students at this level? ☐ Yes ☐ No
Comment:

(e) Is the information supplied adequate for the task that is set? ☐ Yes ☐ No
Comment:

(f) Does it provide opportunities for independent action and decision-making? ☐ Yes ☐ No
Comment:

(g) Does it provide opportunities to learn and apply key skills? ☐ Yes ☐ No
If Yes, which one/s? C AN IT IOLP WWO PS
Comment:

Are these opportunities made explicit? ☐ Yes ☐ No

(h) Is a scenario used? ☐ Yes ☐ No
If Yes, is it realistic/related to the real world of work? ☐ Yes ☐ No
Comment:

Are the student roles and tasks appropriate to the GNVQ level? ☐ Yes ☐ No
Comment:

Is the scenario sensitive to variations in age, gender, ethnicity and race, sexual orientation, creed, physical disability, or special educational needs? ☐ Yes ☐ No
Comment:

(i) Does it provide opportunities for real contact with organisations in the vocational area? ☐ Yes ☐ No
Comment:

(j) If primary data is required, can it be collected in the time available? ☐ Yes ☐ No

What will be the full cost of collecting the data?
(Is this sustainable? Who will pay?)

Will any special arrangements have to be made? ☐ Yes ☐ No
If Yes, specify:

Are there any ethical and/or safety issues to be considered? ☐ Yes ☐ No
If Yes, specify:

Can the data be collected by any student regardless of age, gender, ethnicity and race, sexual orientation, creed, physical disability, or special educational needs? ☐ Yes ☐ No
If No, what steps can be taken to ensure equal opportunities?

(k) If secondary data is required, is it supplied? ☐ Yes ☐ No
If No, are possible sources suggested? ☐ Yes ☐ No
If Yes, are these suggestions realistic and practical?
Comment:

What will be the total cost of collecting the data?
(Is this sustainable? Who will pay?)

Can the data be collected in the time available?

Can it be collected by any student regardless of age, gender, ethnicity and race, sexual orientation, creed, physical disability, or special educational needs? ☐ Yes ☐ No
If No, what steps can be taken to ensure equal opportunities?

(l) Does it prompt active and investigative work (Tick all that apply):
As an individual? ☐
In a group? ☐
Within the classroom? ☐
Within the school/college? ☐
Outside the school/college? ☐
On employers' premises? ☐

Section B Questions for Assignments designed to contribute to assessment and grading

---

(a) Does it clearly state what is being assessed? ☐ Yes ☐ No
Comment:

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(b) Does it clearly state what evidence should be handed in? ☐ Yes ☐ No
Comment

(c) Does it enable the student to generate vocational evidence for the portfolio? ☐ Yes ☐ No
If Yes, is it explicitly linked to an evidence indicator? ☐ Yes ☐ No
Comment:

(d) Does it enable the student to generate key skills evidence for the portfolio? ☐ Yes ☐ No
Comment:

(e) Does it integrate or cross-reference between the evidence requirements of elements and/or units? ☐ Yes ☐ No
Comment:

(f) Does it help to prepare the student for external assessment? ☐ Yes ☐ No
Comment:

(g) Does it require:
a discrete task (single-stage, straightforward)? ☐ Yes ☐ No
a number of discrete tasks? ☐ Yes ☐ No
a complex activity (more open-ended, inter-related stages, inter-related skills)? ☐ Yes ☐ No
Comment:

(h) Does it offer opportunities for grading? ☐ Yes ☐ No
If Yes, which grading themes (process) are covered?
Planning ☐ Yes ☐ No
Information (seeking and handling) ☐ Yes ☐ No
Evaluation ☐ Yes ☐ No
Comment:

PART TWO

Taken as a COMPLETE LEARNING AND ASSESSMENT PROGRAMME, does this full set of Activities and Assignments:

(a) Encourage a variety of learning activities? ☐ Yes ☐ No

If No, what others are needed?

Action:

(b) Require a variety of types of evidence? ☐ Yes ☐ No

If No, what others are needed?

Action:

(c) Encourage the use of a variety of sources? ☐ Yes ☐ No

If No, what others are needed?

Action:

(d) Provide opportunities to learn, develop, apply and provide evidence of achievement of the full range of key skills? ☐ Yes ☐ No

If No, what is missing?

Action:

Comment:

(e) Provide opportunities to generate evidence to meet the complete evidence requirement in relation to the vocational area? ☐ Yes ☐ No

If No, what is missing?

Action:

Comment

(f) Encourage and provide grading opportunities for:

	Yes	*No*	*Partly*
drawing up plans of action?	☐	☐	☐
managing time?	☐	☐	☐
decision-making?	☐	☐	☐
monitoring courses of action?	☐	☐	☐
record-keeping?	☐	☐	☐
identifying information needs?	☐	☐	☐
using information sources?	☐	☐	☐
establishing the validity of information?	☐	☐	☐
evaluating outcomes?	☐	☐	☐
suggesting alternative approaches?	☐	☐	☐
justifying approaches?	☐	☐	☐
self-assessment?	☐	☐	☐
synthesis?	☐	☐	☐
using specialist language?	☐	☐	☐
Are these opportunities:			
made explicit?	☐	☐	☐
left implicit?	☐	☐	☐
both?	☐	☐	☐

(g) Provide a range of discrete tasks and complex activities?
(Note: for definitions, please see question (g) on p.43

☐ Yes ☐ No

Comment:

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

Section 7

Criteria for reviewing underpinning knowledge

GUIDANCE

Although GNVQs are skills-based, there is still a substantial amount of underpinning knowledge to be taught and learned, for use both in portfolio assignments and in external assessment. Many published resources, especially textbooks, set out to present this underpinning knowledge. You can evaluate this by asking the questions in this Section.

For this section, it will usually be necessary to involve each subject specialist in evaluating the chapter, or section of a published resource, which relates to their specialist area, and for their evaluations to be pooled.

The simplest way to manage this process is to assign a chapter or chapters of the resource to each specialist tutor and to give each tutor a photocopy of this Section. Having completed their evaluation, the tutor can report back to the team at an INSET session or team meeting. A collective evaluation can then be arrived at. It is important to recognise that a resource that is strong in one area may be relatively weak in another.

Many of the questions in this Section are open-ended and cannot be answered in a few words. They are designed to prompt analysis by the specialist followed by discussion in a group, rather than to prompt exact answers.

Title of material:

Source/Publisher:

(a) Is the underpinning knowledge:

Covered according to the current specifications? ☐ Yes ☐ No ☐ Partly

If No or Partly, which areas are not adequately covered? How can they be covered from other sources?

Area	*Alternative source*

Covered in sufficient depth for the GNVQ level? ☐ Yes ☐ No

Comment:

Accurate and up to date? ☐ Yes ☐ No

Comment:

Relevant to current vocational practice? ☐ Yes ☐ No

Comment:

Delivered in a variety of styles? ☐ Yes ☐ No

Comment:

(b) How is the knowledge organised and presented?
(tick one or more responses)

Pc by Pc? ☐
Element by element? ☐
Unit by unit? ☐
A mixture of these? ☐
Other? (Specify) ☐

(c) How well does this approach fit the team's preferred style of delivery?
Comment:

(d) Is specialist vocational language introduced? ☐ Yes ☐ No
If Yes:
Is it clearly explained in the text? ☐ Yes ☐ No
Comment:

Is it used accurately? ☐ Yes ☐ No
Comment:

(e) Is the use of specialist language consistent with the glossary in the GNVQ specifications? ☐ Yes ☐ No
Comment:

(f) Is specialist language used consistently throughout?
(Note: this is particularly important when a resource has more than one author.)
☐ Yes ☐ No
Comment:

(g) Is there a glossary? ☐ Yes ☐ No
Does it include all specialist terms? ☐ Yes ☐ No
Comment:

Is it accurate? ☐ Yes ☐ No
Comment:

(h) How far does the text cross-reference knowledge links between units and elements?
Comment:

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

Section 8

Criteria for reviewing tests and test practice

GUIDANCE

Many learning resources include tests in some form. It is important to identify whether these are designed primarily to test and/or reinforce learning or whether they set out to prepare students for the style and approach of GNVQ external assessments. If they set out to do the latter, it is essential that they are presented exactly in accordance with the practice of your Awarding Body. You should be able to obtain examples of past test papers from your Awarding Body.

Before evaluating any tests, you should decide what role they will play in your GNVQ programme. Above all, tests should be fit for their declared purpose.

Title of material:

Source/Publisher:

(a) What is the purpose of the tests?

i To reinforce learning? ☐ Yes ☐ No

ii To prepare students for the external test? ☐ Yes ☐ No

iii Both of these ☐ Yes ☐ No

If *i* or *iii*:

Do they test all the key areas of the text to which they apply? ☐ Yes ☐ No

Comment:

Are the questions pitched at the right level? ☐ Yes ☐ No
Comment:

If *ii* or *iii*:
Are they in line with the current test specifications? ☐ Yes ☐ No

Are the questions pitched at the right level? ☐ Yes ☐ No
Comment:

Are the questions formulated in the style used by your Awarding Body? ☐ Yes ☐ No
Comment:

(b) Are the questions clear and unambiguous? ☐ Yes ☐ No
Comment:

(c) Are answers provided? ☐ Yes ☐ No
If Yes, are they correct? ☐ Yes ☐ No
Comment:

Summary for feedback to course team

Strengths:

Weaknesses:

What contribution can this resource make to our complete range of learning resources?

FEDA GNVQ Support Programme

Reviewing Learning Resources in GNVQ Programmes

What is this leaflet?

It is a checklist of questions for reviewing GNVQ learning resources.

Who is it for?

Tutors and coordinators in all GNVQ centres.

By 'GNVQ learning resources', we mean any resource that can contribute to a student's learning on a GNVQ programme. As the diagram on page 5 shows, this covers a wide range.
A GNVQ learning resource may be:

- human or material
- formal or informal
- free or paid for
- local or national
- self-created or sourced from elsewhere
- printed, broadcast or electronic
- based on personal experience or on the experience of others

OR *any combination of these.*

Choosing from this range and assembling your centre's own unique collection of learning resources is an integral part of planning a GNVQ learning programme. Decisions about which resources to make available to students on a particular programme should be made by the people who are planning and delivering that programme. The collection should be reviewed regularly and continuously developed.

To help with this process, FEDA has prepared the checklist on pages 3 and 4, which comprises a set of questions for evaluating individual learning resources. It will be helpful both to centres who are delivering GNVQ for the first time and to experienced centres who are reviewing and evaluating their existing collections of resources. FEDA also publishes a more substantial pack and INSET programme on the same theme, *Helping or Hindering? – GNVQ Learning Resources*. Please see page 6 for details.

Good practice when choosing GNVQ learning resources

A centre's collection of GNVQ learning resources should, taken as a whole, support the **GNVQ learning model,** as expressed in the Quality Framework*, and take full account of the **local learning environment**.

The **GNVQ learning model** is:

- Centred on students as individual learners
- Based on skills
- Active and investigative
- Vocationally relevant
- Underpinned by knowledge
- Assessed by outcome, through a portfolio of evidence and external assessment

The **local learning environment** of a GNVQ programme depends on:

- The students (numbers, prior achievement, interests)
- The tutor team (experience, vocational expertise)
- The institution (size, ethos, GNVQ experience)
- The local community (size, geographical location, major business activities)

GNVQ learning resources should therefore:

- place the student at the centre of the learning process
- promote and develop cognitive, investigative, vocational and key skills
- encourage and enable the student to take responsibility for their own learning
- be set in the vocational context
- complement and build on the learning opportunities in the local environment
- be accessible to the learner

It is important to see your centre's GNVQ learning resources as a collection, whose strengths and weaknesses complement each other to make up a coherent whole. No single resource will be completely right or completely wrong for your programme. Every resource will contribute to the whole.

This checklist will help you to identify what any particular resource can offer. It is up to you and your team to decide whether it meets the needs of your particular programme. Clearly, the greater the number of positive answers which apply to a particular resource, the greater the contribution that resource could make. However, every resource has a part to play, albeit perhaps limited, and it is up to you to identify its potential. The decision as to whether to adopt, buy or otherwise make use of a particular resource should be made in the light of the contribution it will make to the whole.

As you review your existing resources, you will identify their strengths and their weaknesses. This will enable you to identify any weaknesses in the collection as a whole and should guide you both in the selection of additional resources and in developing resources of your own.

Your aim is to develop a coherent and balanced learning programme, supported by a coherent and balanced collection of learning resources, which together support the GNVQ learning model.

** GNVQ Quality Framework – Quality indicators and guidance for designing and running GNVQ courses (March 1995). Available from NCVQ and from the GNVQ Awarding Bodies.*

Guidance

The following questions can be applied to individual learning resources in a variety of formats though, in the first instance, you may find it easiest to apply them to printed material. **You will need to decide which groups of questions are relevant to each resource you wish to evaluate.** You don't have to answer every question in detail. The purpose of this exercise is to provide you with a means to reflect on and to discuss with your team the important processes of reviewing and choosing learning resources, and identifying how they can contribute to a high quality GNVQ learning programme for your students.
Every question implies a quality indicator which supports the GNVQ learning model. These indicators are derived from the GNVQ Quality Framework, from the GNVQ Planning and Assessment Units (especially Unit 1) and from the NCVQ Scrutiny Programme.

You may photocopy these pages as many times as you require.

Title of resource:

Source/publisher:

	Yes	No	Partly	N/a
Key Skills				
Does the resource specify which key skills are covered and at what level/s?	☐	☐	☐	☐
Does it distinguish between the **teaching and learning**, the **application** and the **assessment of achievement** in key skills?	☐	☐	☐	☐
Where key skills are **taught and learned**, is this done within a realistic vocational context?	☐	☐	☐	☐
Are the key skills **applied** in realistic vocational contexts?	☐	☐	☐	☐
Are there opportunities to generate key skills **evidence** in a vocational context?	☐	☐	☐	☐
Are there opportunities to demonstrate the ability to use key skills in a range of vocational situations and contexts?	☐	☐	☐	☐
Activities and Assignments				
Do they have a clearly stated outcome and purpose?	☐	☐	☐	☐
Do they clearly state what is being assessed?	☐	☐	☐	☐
Are they set in realistic vocational contexts?	☐	☐	☐	☐
Is the use of language appropriate to the GNVQ level?	☐	☐	☐	☐
Are scenarios realistic and relevant?	☐	☐	☐	☐
Are the tasks and roles appropriate to the GNVQ level?	☐	☐	☐	☐
Are they interesting and motivating to students?	☐	☐	☐	☐
Do they encourage a variety of learning activities?	☐	☐	☐	☐
Do they provide opportunities to develop and reinforce knowledge and understanding?	☐	☐	☐	☐
Are they appropriate in terms of the amount, availability and cost of data to be collected?	☐	☐	☐	☐
Do they provide opportunities to generate a variety of vocational evidence from a variety of sources?	☐	☐	☐	☐
Do they provide opportunities to generate evidence to meet the requirements of the current GNVQ specifications?	☐	☐	☐	☐

	Yes	No	Partly	N/a
Do they provide explicit opportunities to develop and generate evidence for key skills?	☐	☐	☐	☐
Do they provide opportunities for real contact with external organisations?	☐	☐	☐	☐
Do they provide both discrete tasks and complex activities?	☐	☐	☐	☐
Do they provide opportunities for grading?	☐	☐	☐	☐

Underpinning Knowledge

Is it covered according to current GNVQ specifications?	☐	☐	☐	☐
Is it relevant to current vocational practice?	☐	☐	☐	☐
Is it covered to a depth appropriate to the GNVQ level?	☐	☐	☐	☐
Does it accurately use and explain specialist vocational language?	☐	☐	☐	☐
Is it presented in a variety of ways?	☐	☐	☐	☐
Does the presentation suit a variety of learning styles?	☐	☐	☐	☐
Is there a glossary?	☐	☐	☐	☐

Introductions to GNVQ

Is the introduction up to date?	☐	☐	☐	☐
Does it emphasise the student's central role in their own learning?	☐	☐	☐	☐
Does it emphasise the vocational relevance of GNVQ?	☐	☐	☐	☐
Does it accurately reflect the GNVQ learning model?	☐	☐	☐	☐
Does it accurately explain the terminology of GNVQ?	☐	☐	☐	☐
Does it accurately explain the structure of GNVQ?	☐	☐	☐	☐
Does it accurately explain the role of key skills in GNVQ?	☐	☐	☐	☐
Does it accurately explain the assessment system of GNVQ?	☐	☐	☐	☐
Does it accurately explain the grading system of GNVQ?	☐	☐	☐	☐
Is it consistent with your centre's own induction programme?	☐	☐	☐	☐

Tests

Does the resource distinguish between tests designed to reinforce learning and tests which provide practice for the external tests?	☐	☐	☐	☐
Are the tests fit for their purpose?	☐	☐	☐	☐
Are the questions pitched at the right level?	☐	☐	☐	☐
Are the questions clear and unambiguous?	☐	☐	☐	☐
Are answers provided?	☐	☐	☐	☐

Equal Opportunities

All learning materials should promote **equal opportunities**, in terms of age, gender, ethnicity and race, sexual orientation, creed, physical disability, and special educational needs.

For each of these criteria, is the material

sensitive in the use of **language**?	☐	☐	☐	☐
sensitive in the use of **illustrations**?	☐	☐	☐	☐
sensitive in the range of suggested **learning activities**?	☐	☐	☐	☐

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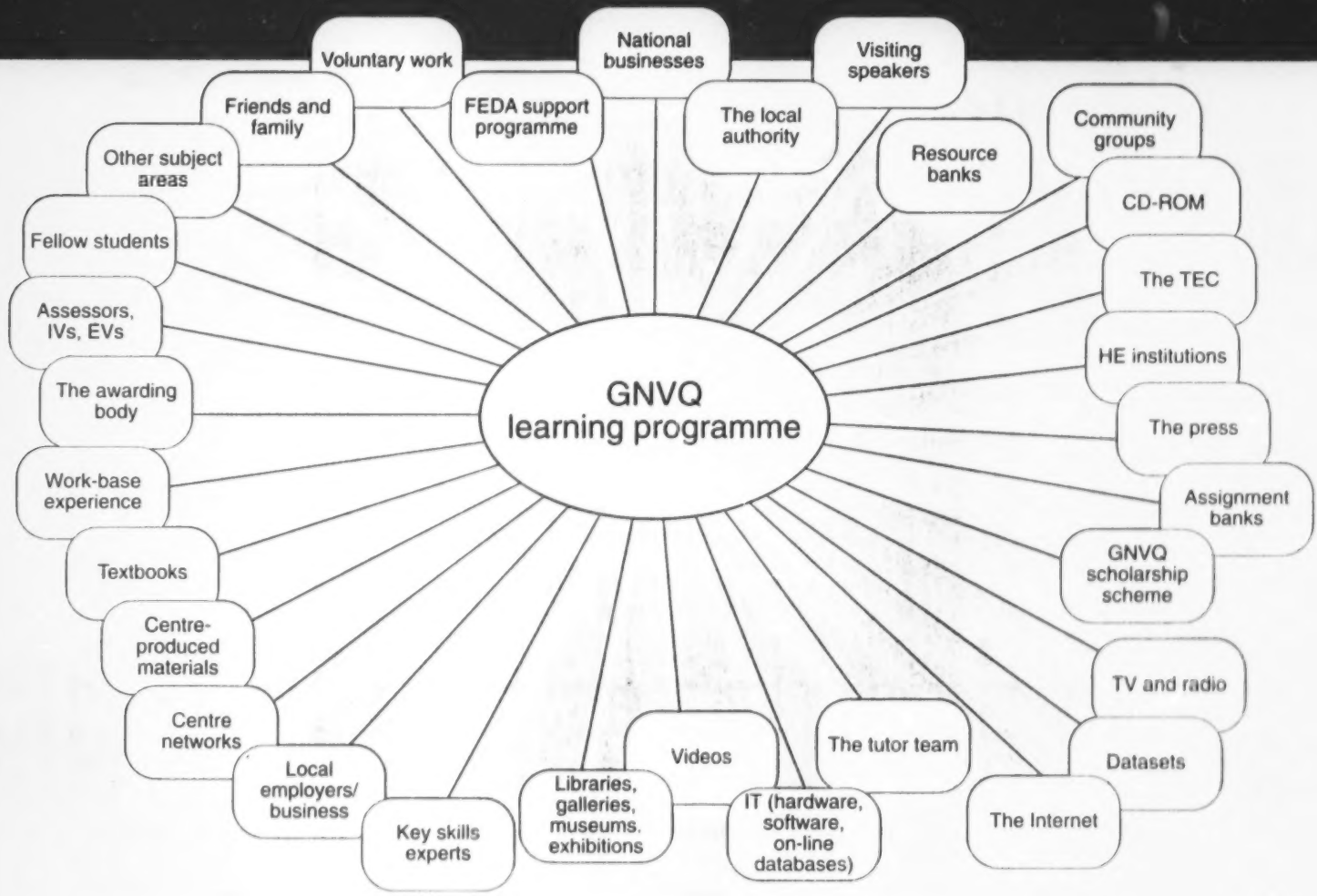
FEDA GNVQ Support Programme

Resources for GNVQ



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FEDA's website has a database of GNVQ learning resources. There is an interactive version of these questions which allows you to comment on materials and read other tutors' reviews. You will find the internet pages at:

http://feda.ac.uk

A larger pack is available from FEDA, which is designed to work in two ways;

(i) as a set of more comprehensive checklists for evaluating particular aspects of individual GNVQ learning resources

(ii) as an INSET programme which integrates the planning of a GNVQ programme with the selection of a range of resources that support the GNVQ learning model.

The pack is suitable both for centres which are preparing to introduce GNVQ and for experienced centres and teams who are reviewing their provision.

To find out more about this pack, please call the GNVQ Information and Advice Unit on 0171 962 1066.

The GNVQ Support Programme provides a wide range of support for GNVQ practitioners in colleges and schools, including

- Information on seminars and networks
- Example models, materials and packs
- Internet pages (http://feda.ac.uk)
- Lists of resource materials
- A Telephone Helpline (0171 962 1066)

ORDER FORM

FEDA GNVQ Support Programme

To place an order for *Helping or Hindering? – GNVQ Learning Resources*, please photocopy this page, fill in the order form section and send it to:

Publications Department, FEDA, Coombe Lodge, Blagdon, Bristol BS18 6RG
TELEPHONE (01761) 462503 FAX (01761) 463104

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